

Teaching & Learning Strategies for Millennials: It's All About Good Pedagogy



Teaching and Learning Issue	Strategy
Expectation for Immediate Response	<ul style="list-style-type: none"> - set clear expectations for performance and behavior in class right from day one and reinforce throughout the semester - institute a communication policy that sets boundaries of when you will respond, how soon, and by what mode (be accessible) - involve students in setting course code of conduct (do as a group activity/probably better to do with more senior students)
Expectation for Second Chances/Make-up	<ul style="list-style-type: none"> - incorporate a mastery approach to tests and assignments - develop staged assignments that structure assignment completion and build in mechanisms to provide feedback regularly; require students to incorporate feedback in successive stages or versions
Expectation/Asking for Better Grade	<ul style="list-style-type: none"> - provide grading rubrics that spell out criteria for A,B,C, D, F level of work - require students to self-or peer-assess themselves using provided rubrics (e.g., in-class activity; using peer review feature in turnitin.com) - implement a grade review policy that includes a minimum 24-hour clause before approaching the professor; add to this that students have to prepare in writing, with evidence, why they think they should receive a better grade; you could further caution that a grade reassessment could go up/down/or stay the same - for smaller multiple assignments, consider dropping the lowest grade - weight a missed component to the final exam or provide an alternate assignment option
Group Work	<ul style="list-style-type: none"> - involve students in the setting of a group contract; evaluate their group process (with students) according to contract - incorporate an individual and group component to the grade, for example see: http://www.tss.uoguelph.ca/resources/onlineres/CAQarticle.pdf - refer to the work of Graham Gibbs and the book <i>Collaborative Learning Sourcebook</i> edited by S. Kadel and J. Keehner - connect team/group work to a community/company project - provide in-class time for groups to meet and connect with professor - set-up online meetings spaces in MyLearningspace, Skype (VoIP), Adobe Connect, Other
Trial and Error Approach to Learning	<ul style="list-style-type: none"> - incorporate problem solving/discovery based/case-based approaches to teaching and learning in your classroom - incorporate simulations, in-class/out-of-class learning activities, testing options that allow students to self-test - provide another means for students to revisit material/practice application

	<p>of knowledge and skills (e.g., in-class activities, podcasts, WebCT review content, companion websites and resources for textbooks)</p> <ul style="list-style-type: none"> - make explicit/articulate how a person in your discipline operates (i.e., solves problems, critically reads and thinks; for example, what questions would a chemist vs. historian ask in problem solving)
Expectation for More, for Less	<ul style="list-style-type: none"> - set high expectations and build in supports and practice opportunities for students to be successful on the actual graded “performance” - set the tone and expectation of success in your classroom - set high expectations of yourself and deliver on them
Student Detachment	<ul style="list-style-type: none"> - incorporate examples that are contextually relevant to students’ mindset and generation; situate learning within context - incorporate service learning opportunities – make learning real in practical / applied terms - incorporate opportunities for guided reflection; how does the material relate to them? The big picture? The discipline? The Profession? - involve students in peer teaching - incorporate multiple modes to communicate material; make connections (e.g., film clips, PPT, pictures, graphics, newspaper clippings of current events, news feeds)
Writing Ability (or lack of it)	<ul style="list-style-type: none"> - acknowledge that we can’t change their writing ability coming into university, we can only work with it and find ways to develop their writing - consider/reflect on at what level (realistically) a year X student in discipline Y should be able to perform at (recall we’re seasoned academics and hence writers) - build in writing to learn and learning to write activities (see Linda Nilson, 2010 ebook - <i>Teaching At Its Best</i> or John Bean’s – <i>Engaging Ideas</i>- available via Library); teach students what writing in your discipline looks like and how to get there - incorporate writing to learn exercises into each class – e.g., two minute summary of topic in which students summarize key points, provide an example, develop a potential exam question; provide opportunities for students to practice writing; make it a habit for them – something that becomes comfortable and natural; selectively grade student submissions – especially if in large class settings - stage a writing assignment (i.e., break it down into its component parts) and associated due dates to provide opportunities for feedback and pace student learning - create and review grading rubrics with your students and possibly invite students to co-create a rubric (more senior students) - invite the Writing Services and Library Services into your classroom; engage them in crafting some curriculum about writing in your discipline - use the peer editing feature in turnitin.com (anonymous)
Entitlement / Consumerism	<ul style="list-style-type: none"> - engage students in honest discussion about what it means to be successful in a university context; teaching and learning = responsibilities to self and

Attitude	<p>others, including professor</p> <ul style="list-style-type: none"> - talk about what a successful learner in your class/discipline looks like - jointly come up with student and faculty expectations and acceptable behaviours in the course; refer back to these documents as needed during the term - acknowledge that a university education is expensive, but talk about what it means to be educated, what their degree means, the satisfaction that comes with working hard, doing a good job and seeing the results of their efforts (a university degree is not just a piece of paper)
Flexibility	<ul style="list-style-type: none"> - offer multiple access points to material – anywhere anytime – e.g., Podcasts; materials and study aids provided on your institution's course management system; materials provided online - provide different options for assignments that allows for student creativity; to put their best foot forward – there are multiple ways to assess various levels of skill and knowledge development – do we always have to go the traditional route? - maximize contact time/face-to-face time to address the core/practice/experiential and using online/offline modes to introduce, practice, revisit/review – based on tenants of good pedagogy - consider a blended learning approach to your course
Other	<ul style="list-style-type: none"> - align objectives, assessment and your instructional approach - invite past graduates into the classroom to share their experiences - scaffold student learning and purposefully structure their focus/attention - change up the pace/nature of work in your classroom every 15 to 20 minutes - incorporate different media to illustrate a point/draw a relationship to maintain student attentiveness (a precursor to learning/long-term memory setting/recall) - provide learning opportunities that are meaningful, relevant and engaging - create opportunities for individual customization and authorship of content - develop tools to document student learning in order to maximize what they take away from experiential learning opportunities – even watching a film/clip – deconstruct and document allowing students to revisit and review later as needed